

LEA Institute III

Using Cooperative Learning to Engage English Language Learners

May 2, 2015

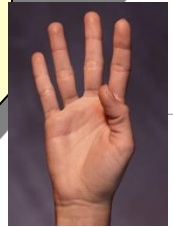


Presenter: Lorna Jefferson, ESL Content Specialist
DCPS: Office of Specialized Instruction, LAD

Outcomes: Teachers will:

- Be introduced to the basics about Cooperative Learning
 - Analyze the Seven Keys for Success for using Cooperative Learning
 - Briefly discuss the Kagan article about Cooperative Learning and ELLs
 - Discuss the different Cooperative Learning structures that work well with ELLs
 - Practice at least three different Cooperative Learning structures
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Warm-up Activity



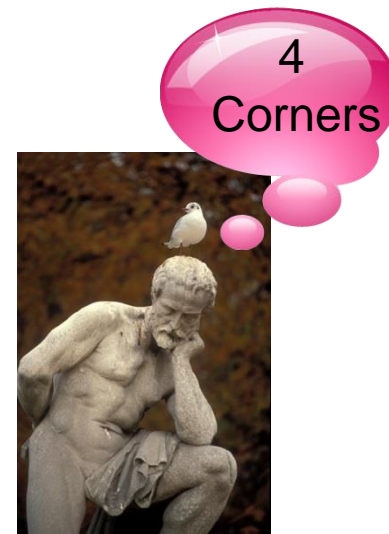
- Four Corners
 - In each corner there is a piece of chart paper with a statement on it.
 - Chart 1: Cooperative Learning takes too long to plan for in my content area.
 - Chart 2: It is possible to have a lack of control when using Cooperative Learning.
 - Chart 3: Grading the groups will require a new process for me.
 - Chart 4: Cooperative Learning structures are too rigid.
- Think for about 2 minutes about each statement.
- Proceed to the corner with the chart that most interests you.
- Pair with someone in that corner to discuss your views regarding the statement.
- Reach a consensus with your partner and write 1 thought on the chart about the statement.

Structure Analysis

How would 4 Corners
work in your classroom
setting?

Think About it---

Form a group of 4



4 Corners

Face Partner: someone who is facing you



Shoulder Partner: someone who is next to your shoulder



- Talk to your Face partner about your thinking about how to use 4Corners in your classroom instruction.
- Now face your Shoulder Partner: Take turns --- paraphrase what was said with your face partner about the use of 4 Corners.

Learning a Second Language

Krashen states that three core elements to learning a second language

1. A comfortable learning environment with a low threshold of anxiety.
2. Meaningful tasks that purposely engage students to learn how to speak, listen, read and write in the new language.
3. Engagement in tasks that are just a bit beyond the students' current ability.

Cooperative Learning Structure



Agree Disagree
????

Line-Up:
Value Line

Line-Up

- Steps for Line-Up Value Line (Agree, Not Sure & Disagree)
 1. Teacher describes the Line: use word cards and state where the line begins and ends
 1. Statements are read.
 2. Students Line Up
 3. Discussion
 - Discussion: may be done in pairs or divided into fours.
 - Students who agree will discuss why they agree with the statement.
 - Students who disagree will discuss why they disagree with the statement.
 - Those students who are not sure may listen to each group and then decide which group they will join. (agree or disagree)

Statements

- English language learners need one to three years to master social language in the classroom.
 - ELLs who speak English on the playground with their peers are mastering English.
 - Parents of ELLs should be encouraged to speak their primary language at home.
-

What is so important
about using
Cooperative
Learning????????

Article:

We Can Talk: Cooperative Learning in the Elementary ESL Classroom by Spencer Kagan

Sections of the Article: Jigsaw (13 sub topics)

1. Input: Comprehensible, Developmental Appropriate, Redundant, Accurate
 2. Output: Functional/Communicative, Frequent, Redundant, Identity Congruent
 3. Context: Supportive/Motivating, Communicative /Referential, Developmentally Appropriate, Feedback Rich
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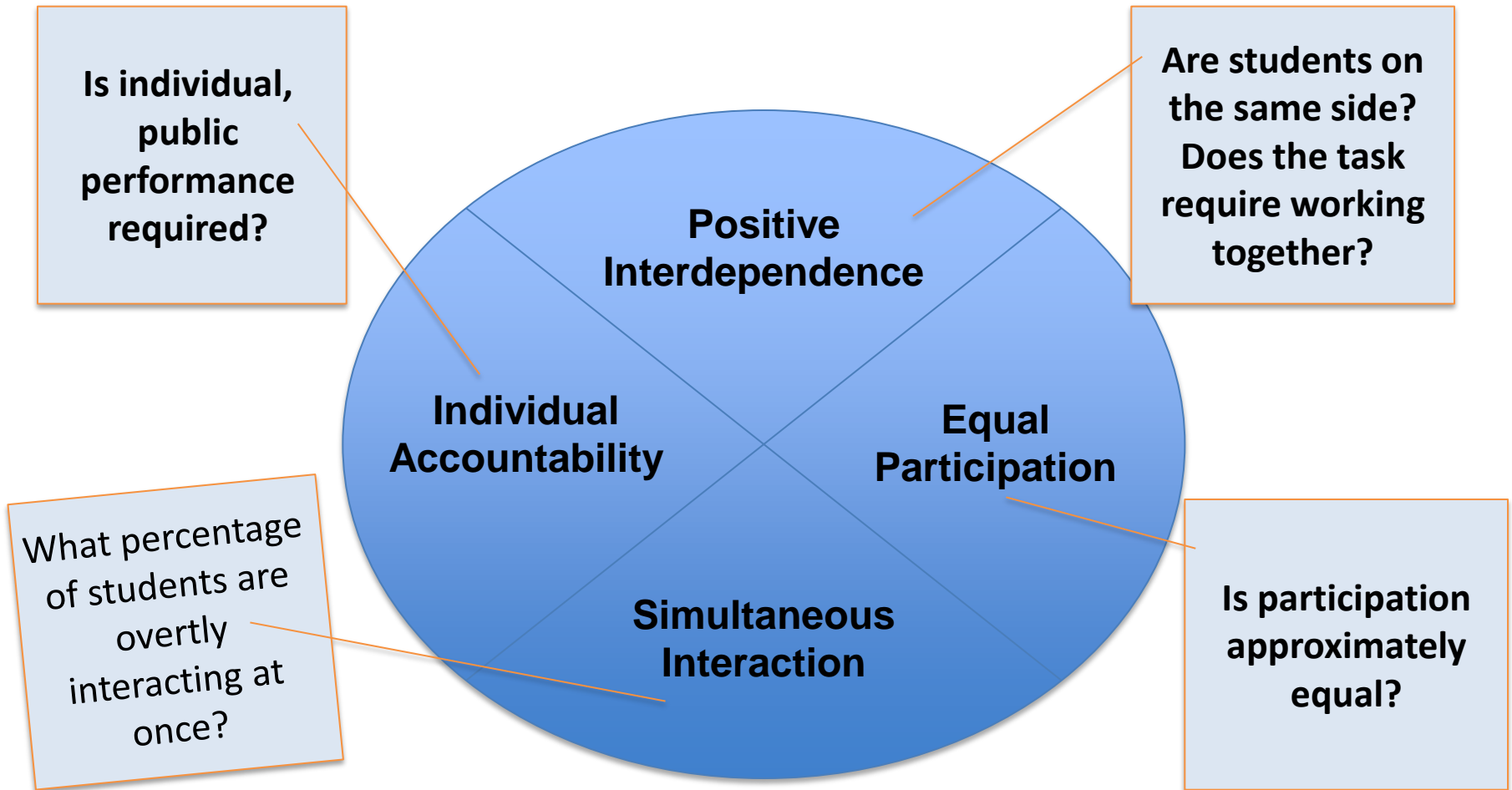
The Seven Keys to Success

- Structures
- Teams
- Management
- Classbuilding
- Teambuilding
- Social Skills
- Basic Principles



Basic Principles:

PIES=Successful Cooperative Learning



Key # 7 PIES

Positive Interdependence

Question to ask:

Positive correlation: Are students on the same side?

Interdependence: Does the task require working together?

Key # 7 PIES

Individual Accountability

Question:

Is Individual, public performance required?

Key # 7 PIES

Equal Participation

Question:

Is participation approximately equal?

Key # 7 PIES

Simultaneous Interaction

Question:

What percent of students are overly interacting at once?

Social Skills

5 Strategies for Fostering Social Skill Development

- 
1. Structures & Structures
 2. Roles & Gambits
 3. Modeling
 4. Reinforcement
 5. Reflection & Planning

Social Skills and Structures

Social Skills	Sample Structures
Turn and Talk	Round Robin/Rally Robin Round Table/Rally Table Talking Chips Team Interview Timed Pair Share
Helping Teaching, Tutoring	Numbered Heads Together Rally Coach Circle-the-Sage Sages Share Flashcards Game Inside-Outside Circle Jigsaw Team-Pair-Solo

Social Skills and Structures

Social Skills	Sample Structures
Praising	Spin-N-Think Pairs Check Gambit Chips
Fairness	Spend-A-Buck Sum-the-Ranks
Listening & Understanding	Paraphrase Passport Agree-Disagree Line-Up Team Statements

Roles & Gambits

Cooperative Role	Social Skill
Encourager	Encouraging, Motivating
Praiser	Praising, complementing
Cheerleader	Celebrating accomplishments
Gatekeeper	Equalizing participation
Coach	Helping
Questions commander	Checking for questions
Checker	Checking for understanding
Focus keeper	Staying on task
Recorder	Recording ideas
Reflector	Reflecting on group progress
Quiet captain	Using quiet signal
Materials monitor	Distributing materials

Modeling

- Teaching Modeling

- Model any skill for a team or whole class
- Team or individual may help the teacher model the behavior
- Role-play

- Model Groups

- Model a desired behavior for a group if it is not being done.
- A group may model the correct behavior desired

- Student Modeling

- Select a student to model the correct behavior
(turn and talk, opposite and appropriate behavior)

Reinforcement

Positive Reinforcement:

Students receiving something:

➤ **Intrinsic Rewards:**

Feeling of Pride, Importance, success, competence, caring, cooperation

➤ **Intangible Extrinsic Rewards:**

Verbal praise

Positive attention

Motivating learning task

Free time/break

Social status

➤ **Tangible Extrinsic Rewards:**

Stickers, gold stars, toys, trinkets, grades, points, tokens

Negative Reinforcement:

Take away things students do not like.

Homework, drill work, boring lectures, tests and quizzes

Punishment:

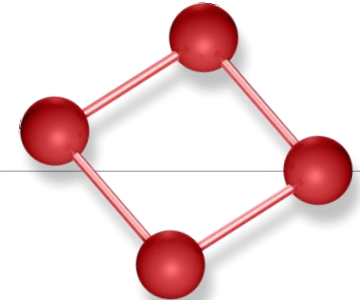
Give students things they do not like

Warnings, detentions, loss of privileges, loss of recess

Reflection

- Reflection Questions
- Structures for reflection
- Observation
- Teacher observations
- Team observers
- Class observers

Structures



- What are structures?
 - Organizes Classroom Instruction
 - A structure is an instructional strategy that describes how the teachers and the students interact with the curriculum
 - Is Content-free and Repeatable
 - Structures are used to explore the curriculum, but are not tied to any specific curriculum. They can be used repeatedly with different curriculum, creating new learning experiences.
 - Implements the Basic Principles of Cooperative Learning
 - Cooperative Learning Structures have PIES built in. The inclusion of PIES is what makes cooperative learning truly effective.
 - 150 different structures

2 or 3 mins.



Key # 1 Structures



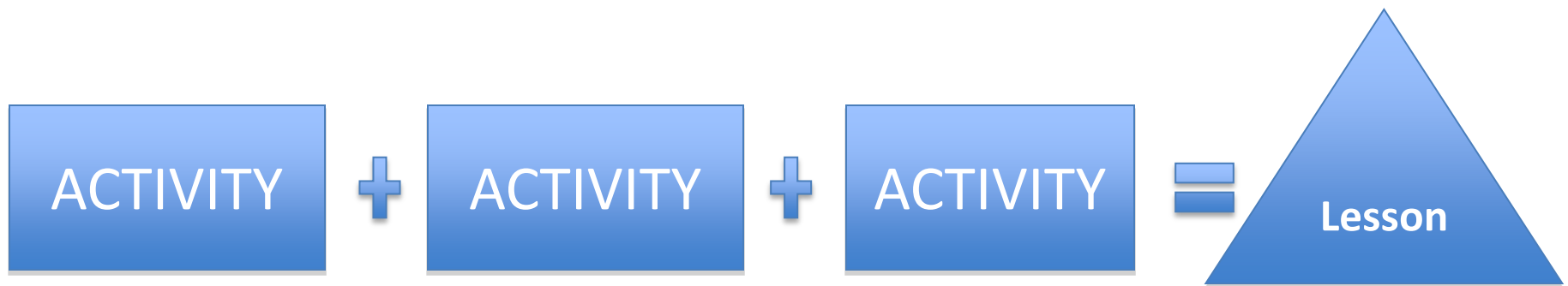
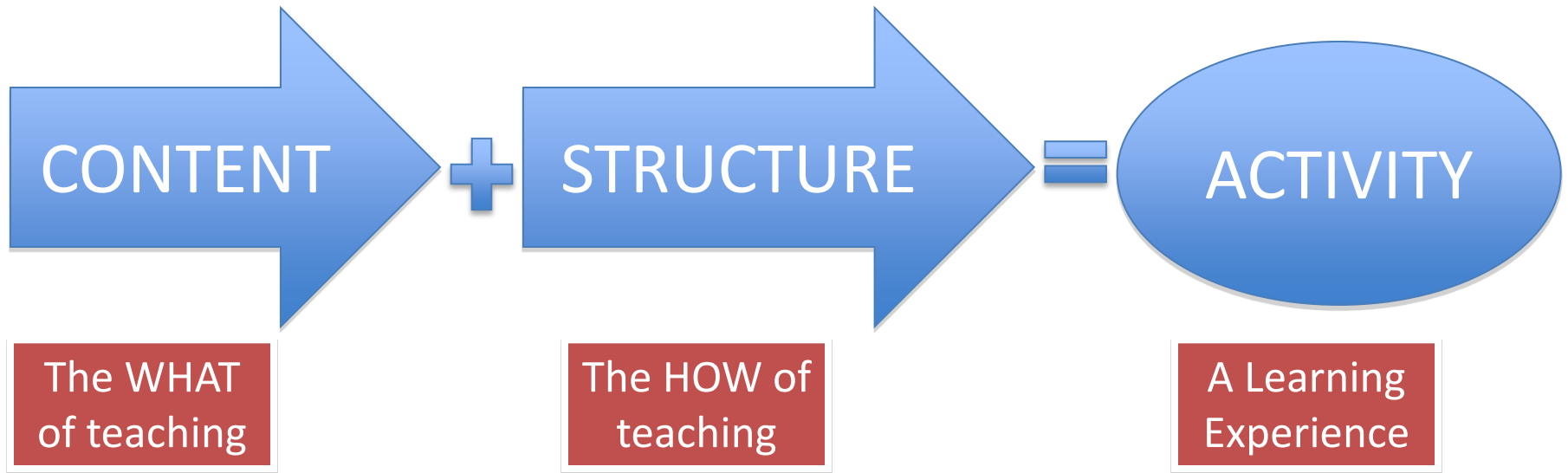
- Domains of Structures/Formula
- Use of structures in lessons
- Picking the appropriate structure
- Modeling the structure
 - Written directions that ELLs will understand
- How many structures can you use during a class?
- Which structures work well with ELLs?

STRUCTURES: POWERFUL TOOLS!!

- Co-op Domains

1. Structures for Classbuilding
 2. Structures for Teambuilding
 3. Structures for Social Skills
 4. Structures for Communication Skills
 5. Structures for Decision Making
 6. Structures for Knowledge Building
 7. Structures for Procedure Learning
 8. Structures for Processing Information
 9. Structures for Thinking Skills
 10. Structures for Presenting Information
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The Fundamental Formulas



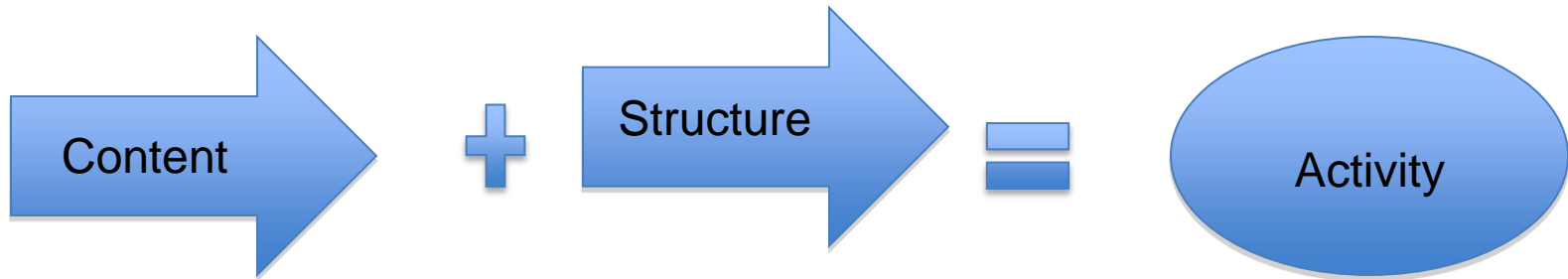
Structure example

The Miracle Worker:

1. Identify story elements of the story.

Teams:
Round Robin

In teams: students identify particular elements of a story and substantiate with information from the story.



Each team could share out their final information on a chart for display and class may perform a Carousel Feedback.

Key #1 Structures

Structures that work well with ELLs:

1. Think-Pair-Share
2. Numbered Heads Together
3. Round Robin
4. Rally Table
5. Rally Coach
6. Rally Robin
7. Round Table

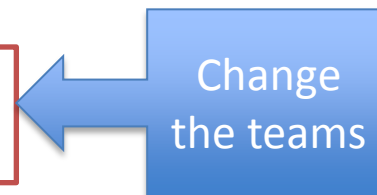
Forming Teams



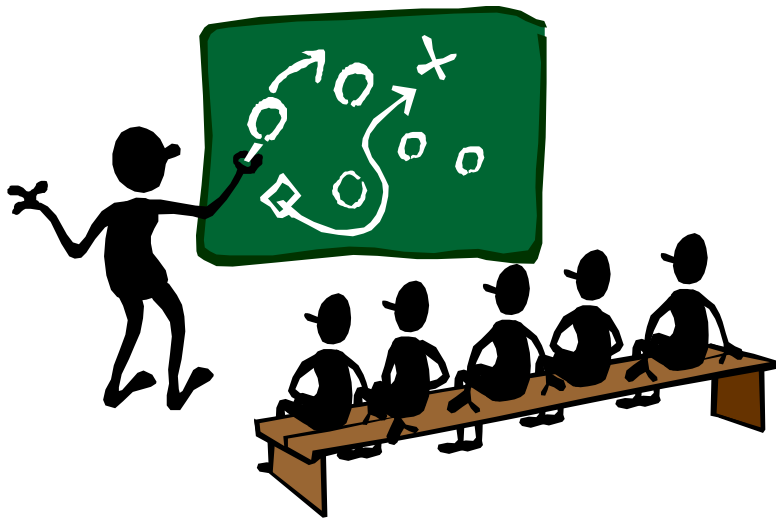
Types of Teams	Description
Random Team	Randomly formed
Heterogeneous Team	Mixed ability, sex, race teams
Homogeneous Team	Teams with a shared trait(ability, interest, language)
Student -Selected Team	Students select their own team



1. 4 to 6 students in a team
2. Pairing opportunities



Teambuilding



5 Aims of Teambuilding

Getting Acquainted
Team Identity
Mutual Support
Valuing Differences
Developing Synergy

Teams----Why?



- Teams promote strong bonds between students.
- Teams facilitate interaction over curriculum.
- Teams improve learning.

Pros and Cons of Different Types of Teams

Heterogeneous Teams

Positives

- Balanced
- Maximum cross-ability
- Maximizes tutoring
- Management easier for equal ability level team
- High achiever on each team

Negatives

- Requires teacher prep time
- Requires ranking and labeling students
- Limited contact between the high achievers
- Limited leadership opportunities for low achievers

Pros and Cons of Different Types of Teams

Random

Positive

- Fair
- Side-steps labels and ranking
- No prior student knowledge necessary
- Classbuilding and networking opportunities
- Quick and easy
- Novelty, variety and fun

Negative

- Could form “winner” and “loser” teams
- Diversity not ensured
- Teams with friends, potential for off-task behavior
- Teams with enemies and conflicts

Pros and Cons of Different Types of Teams

Homogeneous

Positives

- Leadership opportunities for low achievers
- Interaction opportunities for high achievers
- Opportunities for some high achievers to experience being a teammate not a leader
- High esteem for top groups
- Interest teams promote inquisitiveness

Negatives

- Too-similar groups lack input in Zone of Proximal Development
- Negative stereotypes
- Poor self-esteem for low groups
- Lack of equity
- Difficult to manage class of teams at different levels

Pros and Cons of Different Types of Teams

Student-Selected

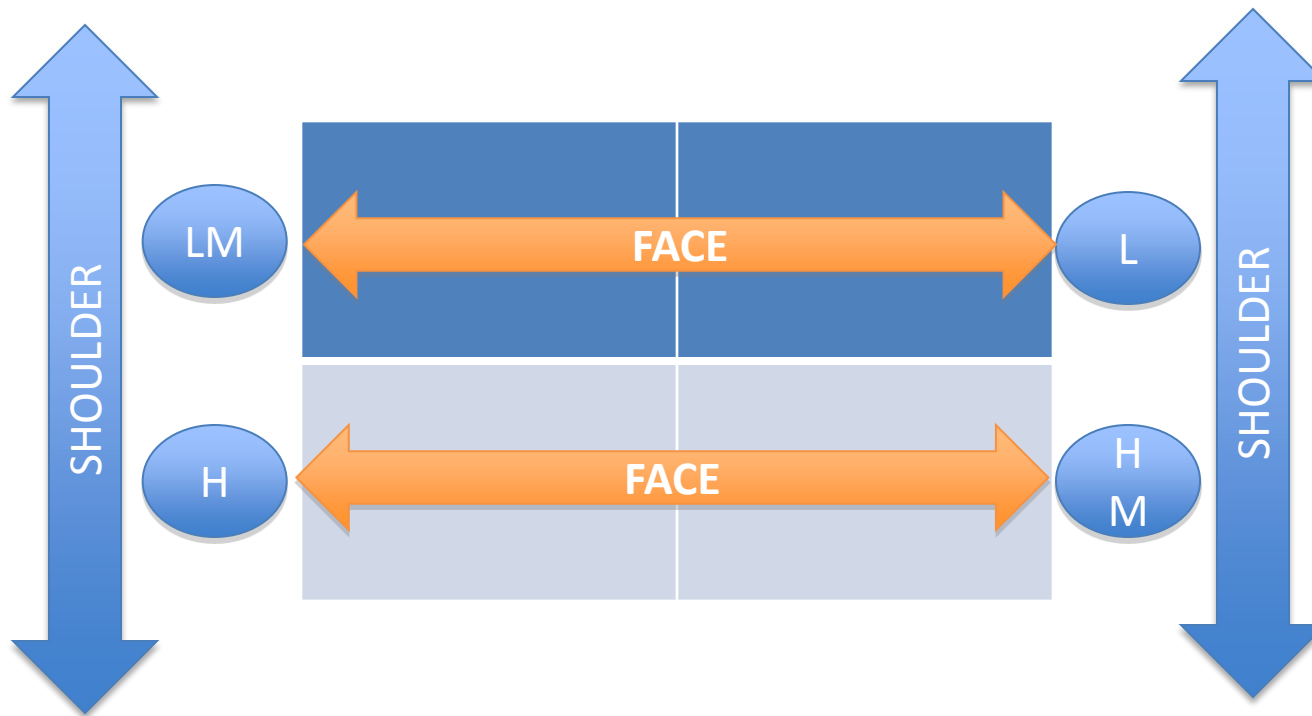
Positives

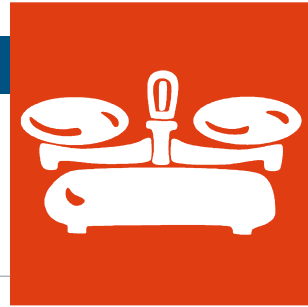
- Novelty, variety, fun
- Familiarity
- Easy decision making and consensus

Negatives

- Not balanced
- High potential for off-task behavior

Set-up:





What Happens to ELLs in Teams?

- The teacher should consider which roles are most suitable for ELLs during the lesson.
- The teacher should consider the English language proficiency(ELP) of the student.
- Students should be made aware that their tasks can only be considered completed when each role is enacted.
- Roles can be changed as ELP increases for ELLs.
- The role, social facilitator, may be used to check on how many times a member of the group speaks.
- Students should reflect at the end of the assignment on how they did as a team. (use a self-assessment tool)

Classbuilding

Why??



You are making a community in the classroom. The teams are going to change members. You are building in mutual support.

There are structures for Classbuilding.

Class Building Structures

1. Class projects
2. Corners
3. Fact – or – Fiction
4. Find Someone Who
5. Formations
6. Inside – Outside Circle
7. Line – Ups
8. Linkages
9. Mix – Freeze – Group
10. Round Robin
11. Similarity Groups
12. Value Lines



Key #4 Classbuilding

Five Aims of Classbuilding

1. Getting Acquainted
2. Class Identity Building
3. Mutual Support
4. Valuing Differences
5. Developing Synergy



Getting Acquainted

- Sometimes students in the class really do not know each other.
- Interaction between classmates breaks down superficial barriers that divide classmates.
- Students discover that their classmates are just like them – real people with real feelings.
- When students feel they are known by others, they meet their basic needs to feel important, to be liked and to belong.

Structure: 1. Find Someone Who!! 2. People Hunt

- How will this help the ELL in the classroom?

Class Identity

- The goal of class identity is for students to feel that their class is unique. This is not just any class. This is OUR Class!!
- To create this positive classroom identity, the class engages in a variety of projects to distinguish itself.
 - Giving the class a name
 - Designing a class logo
 - Class chant
 - Class song
 - Class Mission
- Class creations and accomplishments deepen the sense of class identity.



Mutual Support

- Through mutual support activities, students come to feel they can depend on their classmates
- Our class has gained a sense of mutual support when members feel the classroom is a caring community.

1. Classroom Rules
2. Who Am I
3. Mix – Freeze – Group



Valuing Differences

- Students need to know that they are not only known by others in the classroom, but also that they are valued and appreciated.
- The norm in a strong class is that, “We accept and appreciate those with values and characteristics different from our own.”
- Through activities in which differences are understood and appreciated, we come to “celebrate diversity.”
- The class is richer because students are taking different stances, and have multiple perspectives and insights to issues.

Structure:

1. Value Line 2. Corners 3. Timed Pair Share

Developing Synergy

- Synergy is the energy released through synthesis.
- Students interacting with one another producing and learning is far more beneficial than working alone.

Structure:

1. Circle – the – Sage
2. Formations (imaginary machine)

Planning Tool for Cooperative Learning



Cooperative Learning and Higher-Level Thinking Skills

Pre-Lesson Planning Using Structure Formula

Analyzing the Tasks/Activities for ELLs

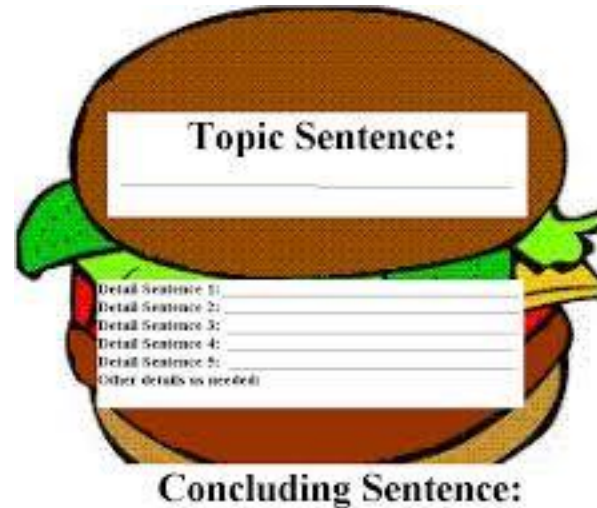
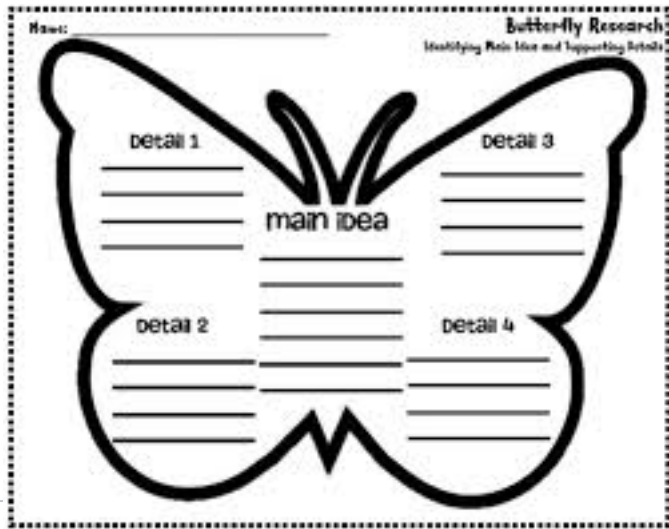
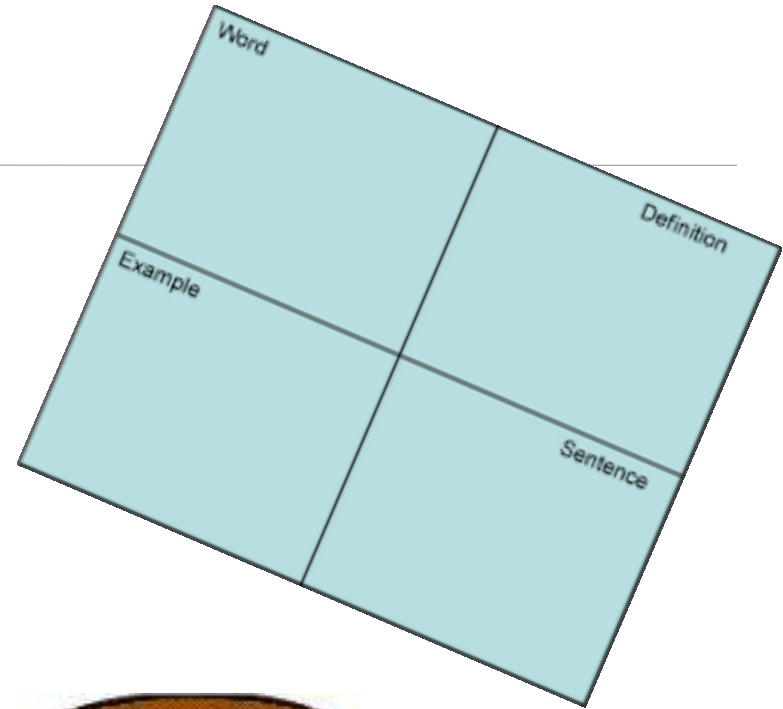
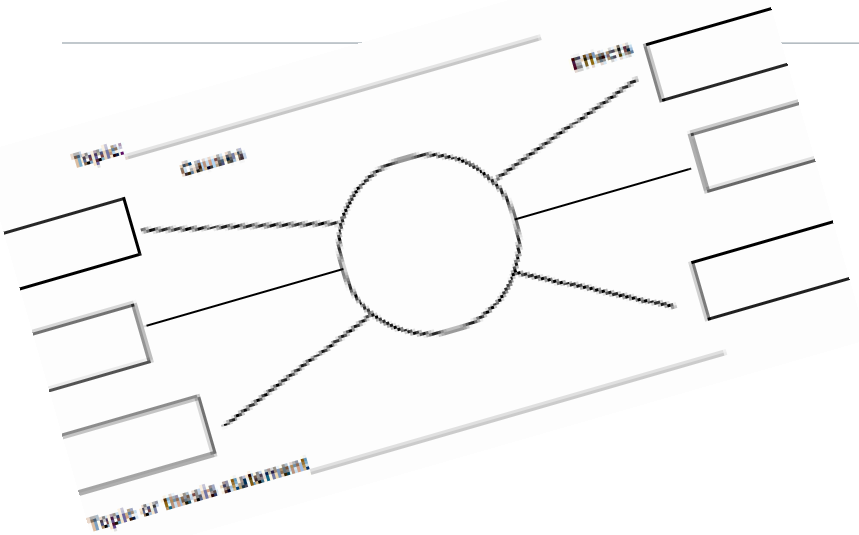
Lesson Task/Activity: _____

Skills Necessary to Perform the Task	Knowledge Necessary to Perform the Task
Materials Needed: (graphic organizer, manipulatives...)	
Cooperative Learning Structure: Structure + Content = Activity (2) Structures Use the Cooperative Learning Formula to state how the Activity will be implemented and used during the lesson.	

Modification Checklist for Lesson Planning for ELLs

- Plan resources, visuals and vocabulary activities in advance
- Act out vocabulary words and key concepts
- Use visuals (pictures, videos, drawing, maps) to aid comprehension
- Provide a study guide at the beginning of the unit
- Identify content and language goals and write them on the board for students
- Use graphic organizers
- Simplify your language: repeat, restate, reword
- Arrange for students to work in groups
- Explicitly teach vocabulary and provide students with word walls
- Provide multiple opportunities to practice new vocabulary
- Add a word bank to activities and tests
- Give both written and oral instructions
- Teach ELLs to underline or highlight main ideas in text
- Assign a buddy to ELLs and arrange for tutoring if possible
- Modify instruction so that ELLs can participate in content area lessons
- Tailor assignments to ELL's levels of English language proficiency
- Allow ELLs to show what they know in multiple ways

Graphic Organizers



Graphic Organizers: Engagement

What are they????

1. A visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels.
2. A strategy to get students actively involved in their learning.
3. They are affective for all learners especially ESL students because it contains words and visual images.

Graphic Organizers

Why Use Them?

1. Higher-level Thinking: expand student's thinking
 2. Comprehension: understanding is increased
 3. Memory: facilitate long-term retention of information
 4. Brain-Based Learning: brain searches for patterns and organization
 5. Multiple Intelligences: engages four intelligences simultaneously
 6. Language Learning & ESL: information is presented visually
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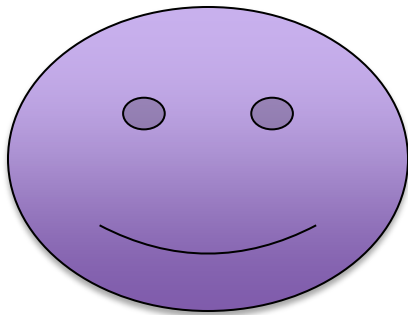
Create a Chart: Representation

Wrap-up

- Answer the following Questions. Use a half a sheet of chart paper to design a representation of what you have learned today.
 - You may work in pairs to complete this task.
 - Use your creativity.
 - Be ready to share your creations.
-

Thank you!! It was a pleasure to work
with you Today.

Have a good rest of the school year!!!



Yeah !

Lorna Jefferson
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Resources:

Kagan, S. & Kagan, M., (2009). Kagan cooperative learning. San Clemente, CA: Kagan Publishing.

Smart Cards:

Kagan, S., (2001). Kagan cooperative learning structures. San Clemente, CA: Kagan Publishing.

Kagan, S., (1999). Teambuilding. San Clemente, CA: Kagan Publishing

Kagan, S., (1999). Classbuilding. San Clemente, CA: Kagan Publishing
